



H E CORLEY ELEMENTARY

1500 Chadford Road
Irmo, SC 29063

| | | |
|-----------------------|-------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 545 Students | |
| Principal | Judith Franchini, Ed.D. | 803-476-4001 |
| Superintendent | Dr. Herbert Berg | 803-476-8116 |
| Board Chair | Robert Gantt | 803-781-5408 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|---------------|
| 2010 | Good | Good |
| 2009 | Average | Average |
| 2008 | Average | Below Average |
| 2007 | Average | At-Risk |
| 2006 | Good | Good |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

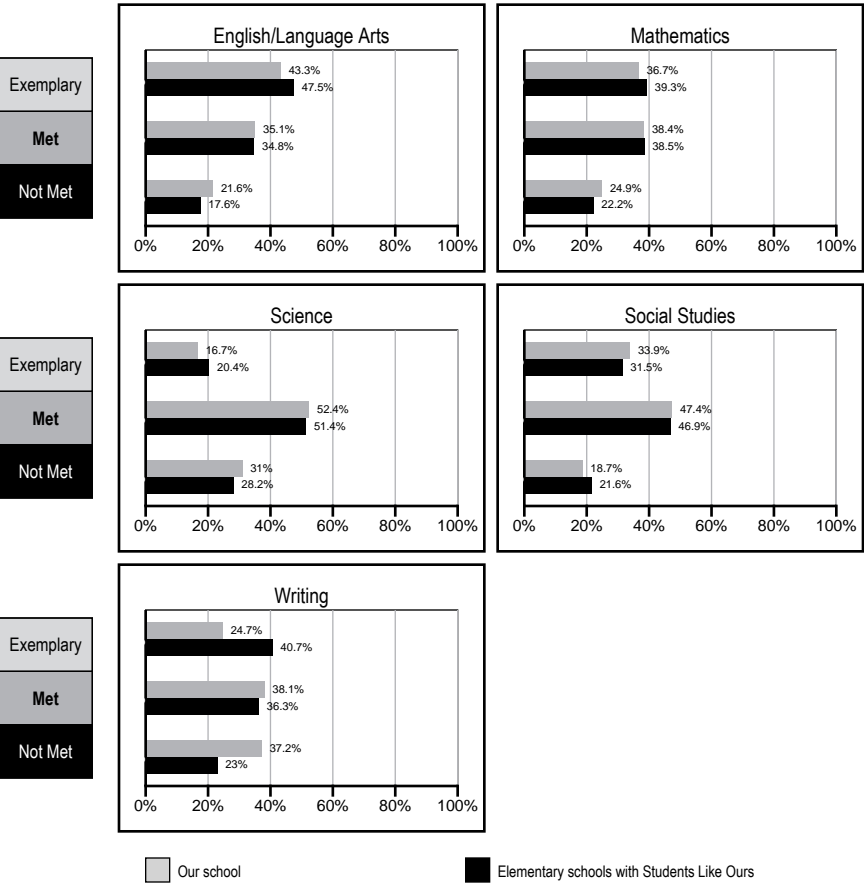
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 20 | 40 | 27 | 0 | 0 |

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=545) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 0.0% | No Change | 1.2% | 1.2% |
| Attendance rate | 99.9% | Up from 96.9% | 96.2% | 96.1% |
| Eligible for gifted and talented | 15.8% | Up from 9.9% | 15.8% | 11.7% |
| With disabilities other than speech | 5.3% | Down from 5.9% | 7.9% | 8.0% |
| Older than usual for grade | 0.0% | No Change | 0.3% | 0.4% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=55) | | | | |
| Teachers with advanced degrees | 76.4% | Up from 70.0% | 61.1% | 60.5% |
| Continuing contract teachers | 80.0% | No Change | 87.5% | 84.6% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 80.2% | Down from 81.5% | 89.1% | 87.0% |
| Teacher attendance rate | 96.0% | Up from 95.9% | 95.5% | 95.4% |
| Average teacher salary* | \$48,870 | Down 0.0% | \$48,096 | \$47,288 |
| Professional development days/teacher | 13.8 days | Up from 12.5 days | 10.3 days | 10.5 days |
| School | | | | |
| Principal's years at school | 4.0 | Up from 3.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 20.0 to 1 | Up from 16.6 to 1 | 20.2 to 1 | 19.2 to 1 |
| Prime instructional time | 94.4% | Up from 91.5% | 90.7% | 90.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 99.8% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$11,956 | Up 6.0% | \$7,015 | \$7,548 |
| Percent of expenditures for instruction** | 68.5% | Up from 67.9% | 69.0% | 68.7% |
| Percent of expenditures for teacher salaries** | 66.5% | Up from 65.9% | 65.5% | 65.1% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

We work hard at H. E. Corley Elementary to fulfill our mission "in collaboration with parents, and community...to empower students to become life-long CHAMPS!" Our teachers are highly qualified and continue to hone their skills in order to focus on the individual learning styles of each student. In 2009-10, we continued making student achievement our number one priority and school-based professional development remained a cornerstone in our efforts to prepare teachers to meet the needs of all students. Karen Eldridge spent several days with the school's leadership team in order to assist us in building a culture of achievement. Jan Richardson provided teachers with the opportunity to learn from one of the nation's experts on guided reading.

During the 2009-10 school year, our students participated in extracurricular activities that included field trips, Valentine Bingo, performances, Math Night, Literacy Night and Crocfest. Other highlights included our CHAMPS character program, various after-school clubs, during and after school tutoring, and a Saturday Enrichment Academy with emphasis placed on mathematics. We continue to promote healthy living, with special emphasis placed this year on eating healthy snacks and exercise. Our front office was remodeled over the summer, just in time for the start of the new school year. This renovation provided not only much needed space, but added security for our students and staff.

This year we were recognized as a Community-Friendly school. We continue to celebrate our recent accreditation from the Southern Association of Colleges and Schools and the National Association for the Education of Young Children. Our PTO remains very supportive and active. In addition, H. E. Corley continues to build relationships with business partners such as Fatz, Ameris Bank, and Kroger.

Judith A. Franchini, Principal
Todd Harvey, SIC President

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|-----------------|------------------|-----------------|
| Number of surveys returned | 54 | 69 | 32 |
| Percent satisfied with learning environment | 87.0% | 89.9% | 80.6% |
| Percent satisfied with social and physical environment | 90.7% | 94.2% | 84.4% |
| Percent satisfied with school-home relations | 87.0% | 89.9% | 71.9% |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

No Child Left Behind

| | |
|---------------------------------|-----|
| School Adequate Yearly Progress | YES |
|---------------------------------|-----|

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

| | |
|---------------------------|--|
| School Improvement Status | |
|---------------------------|--|

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 2.4% | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 2.8% | 0.0% | No |
| Student attendance rate | 99.9% | 94.0%* | Yes |

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students | 256 | 100 | 21.6 | 35.1 | 43.3 | 89 | 90.5 | 83.5 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 142 | 100 | 24.6 | 34.3 | 41 | 87.3 | 87.7 | 80.1 | N/A | N/A |
| Female | 114 | 100 | 18 | 36 | 45.9 | 91 | 93.5 | 87 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 122 | 100 | 12.5 | 30 | 57.5 | 95.8 | 94.8 | 89.6 | Yes | Yes |
| African American | 120 | 100 | 33 | 40.2 | 26.8 | 81.3 | 80.7 | 74.6 | Yes | Yes |
| Asian/Pacific Islander | 7 | I/S | I/S | I/S | I/S | I/S | 94.2 | 92.7 | I/S | I/S |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | 88.3 | 79.6 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 85.1 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 36 | 100 | 50 | 26.5 | 23.5 | 64.7 | 66.1 | 51.7 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 69.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 10 | I/S | I/S | I/S | I/S | I/S | 89.2 | 79 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 144 | 100 | 32.4 | 34.6 | 33.1 | 82.4 | 81.4 | 76.9 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students | 256 | 100 | 24.9 | 38.4 | 36.7 | 83.3 | 90.4 | 80.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 142 | 100 | 28.4 | 33.6 | 38.1 | 80.6 | 88.9 | 78.4 | N/A | N/A |
| Female | 114 | 100 | 20.7 | 44.1 | 35.1 | 86.5 | 91.9 | 82.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 122 | 100 | 13.3 | 35 | 51.7 | 90.8 | 94.8 | 87.8 | Yes | Yes |
| African American | 120 | 100 | 38.4 | 41.1 | 20.5 | 75 | 80.1 | 69.3 | Yes | Yes |
| Asian/Pacific Islander | 7 | I/S | I/S | I/S | I/S | I/S | 93.7 | 93.5 | I/S | I/S |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | 87.6 | 78.3 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 83.2 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 36 | 100 | 61.8 | 26.5 | 11.8 | 52.9 | 65 | 46.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 71.4 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 10 | I/S | I/S | I/S | I/S | I/S | 88 | 78.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 144 | 100 | 35.3 | 40.4 | 24.3 | 75.7 | 79.4 | 72.8 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrolment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|---------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 176 | 100 | 31 | 52.4 | 16.7 | 69 | 81.1 | 67.3 |
| Gender | | | | | | | | |
| Male | 99 | 100 | 30.1 | 48.4 | 21.5 | 69.9 | 80.2 | 66.9 |
| Female | 77 | 100 | 32 | 57.3 | 10.7 | 68 | 82 | 67.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 84 | 100 | 14.6 | 59.8 | 25.6 | 85.4 | 88.8 | 79.6 |
| African American | 82 | 100 | 48.1 | 44.2 | 7.8 | 51.9 | 63.8 | 49.7 |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | 85.5 | 84.4 |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | 68.3 | 59.4 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 69.5 |
| Disability Status | | | | | | | | |
| Disabled | 26 | 100 | 62.5 | 33.3 | 4.2 | 37.5 | 52.9 | 33.8 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 36.5 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 7 | I/S | I/S | I/S | I/S | I/S | 71.9 | 58.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 98 | 100 | 43.5 | 50 | 6.5 | 56.5 | 63.8 | 55.4 |

| | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|
| Social Studies | | | | | | | | |
| All Students | 176 | 100 | 18.7 | 47.4 | 33.9 | 81.3 | 84.4 | 70.9 |
| Gender | | | | | | | | |
| Male | 90 | 100 | 17.2 | 41.4 | 41.4 | 82.8 | 83.4 | 70.1 |
| Female | 86 | 100 | 20.2 | 53.6 | 26.2 | 79.8 | 85.4 | 71.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 83 | 100 | 13.3 | 49.4 | 37.3 | 86.7 | 89.2 | 79.2 |
| African American | 81 | 100 | 27.6 | 47.4 | 25 | 72.4 | 73.2 | 58.4 |
| Asian/Pacific Islander | 7 | I/S | I/S | I/S | I/S | I/S | 88.5 | 86.8 |
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | 80.2 | 68 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 25 | 100 | 37.5 | 29.2 | 33.3 | 62.5 | 58.9 | 39.3 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 55 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 8 | I/S | I/S | I/S | I/S | I/S | 81.6 | 68 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 100 | 100 | 28.1 | 47.9 | 24 | 71.9 | 71.7 | 60.8 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 255 | 100 | 37.2 | 38.1 | 24.7 | 62.8 | 81 | 72.1 | 99.9 | 98.8 |
| Gender | | | | | | | | | | |
| Male | 143 | 100 | 41.2 | 40.4 | 18.4 | 58.8 | 75.2 | 65.2 | 99.9 | 98.7 |
| Female | 112 | 100 | 32.4 | 35.1 | 32.4 | 67.6 | 86.9 | 79.2 | 99.8 | 98.8 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 123 | 100 | 27.3 | 40.5 | 32.2 | 72.7 | 87.5 | 80.8 | 99.9 | 98.8 |
| African American | 119 | 100 | 47.8 | 36.3 | 15.9 | 52.2 | 66 | 59.7 | 99.8 | 98.7 |
| Asian/Pacific Islander | 7 | I/S | I/S | I/S | I/S | I/S | 88.8 | 87 | 99.9 | 99.3 |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | 74.5 | 64.6 | 99.9 | 99 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 73.4 | 99.9 | 99 |
| Disability Status | | | | | | | | | | |
| Disabled | 35 | 100 | 70.6 | 23.5 | 5.9 | 29.4 | 39.4 | 27.7 | 99.9 | 98.7 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 63.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 9 | I/S | I/S | I/S | I/S | I/S | 75.6 | 63.7 | 99.9 | 99.2 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 143 | 100 | 44.2 | 35.5 | 20.3 | 55.8 | 64.4 | 61.9 | 99.8 | 98.5 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | 99 | 100 | 18.3 | 33.3 | 48.4 | 81.7 |
| | 4 | 80 | 100 | 36 | 42.7 | 21.3 | 64 |
| | 5 | 94 | 100 | 18 | 49.4 | 32.6 | 82 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 83 | 100 | 20.3 | 16.5 | 63.3 | 79.7 |
| | 4 | 96 | 100 | 19.1 | 38.3 | 42.6 | 80.9 |
| | 5 | 77 | 100 | 26.4 | 51.4 | 22.2 | 73.6 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2009 | 3 | 99 | 100 | 28 | 39.8 | 32.3 | 72 |
| | 4 | 80 | 100 | 28 | 49.3 | 22.7 | 72 |
| | 5 | 94 | 100 | 22.5 | 49.4 | 28.1 | 77.5 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 83 | 100 | 29.1 | 34.2 | 36.7 | 70.9 |
| | 4 | 96 | 100 | 19.1 | 36.2 | 44.7 | 80.9 |
| | 5 | 77 | 100 | 27.8 | 45.8 | 26.4 | 72.2 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2009 | 3 | 49 | 100 | 38.3 | 44.7 | 17 | 61.7 |
| | 4 | 80 | 100 | 45.3 | 49.3 | 5.3 | 54.7 |
| | 5 | 47 | 97.9 | 15.9 | 70.5 | 13.6 | 84.1 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 42 | 100 | 35.9 | 30.8 | 33.3 | 64.1 |
| | 4 | 96 | 100 | 25.5 | 66 | 8.5 | 74.5 |
| | 5 | 38 | 100 | 40 | 40 | 20 | 60 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies | | | | | | | |
| 2009 | 3 | 50 | 100 | 17.4 | 43.5 | 39.1 | 82.6 |
| | 4 | 80 | 100 | 9.3 | 62.7 | 28 | 90.7 |
| | 5 | 47 | 100 | 26.7 | 51.1 | 22.2 | 73.3 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 41 | 100 | 15 | 40 | 45 | 85 |
| | 4 | 96 | 100 | 16 | 48.9 | 35.1 | 84 |
| | 5 | 39 | 100 | 29.7 | 51.4 | 18.9 | 70.3 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2009 | 3 | 97 | 99 | 33.3 | 39.8 | 26.9 | 66.7 |
| | 4 | 78 | 100 | 46.7 | 37.3 | 16 | 53.3 |
| | 5 | 94 | 98.9 | 23.9 | 46.6 | 29.5 | 76.1 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 81 | 100 | 38.8 | 32.5 | 28.8 | 61.3 |
| | 4 | 97 | 100 | 34.7 | 47.4 | 17.9 | 65.3 |
| | 5 | 77 | 100 | 38.9 | 31.9 | 29.2 | 61.1 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample